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ABSTRACT

An effort to build a curricular framework for doctoral study at the University of Texas-Pan American, using themes and standards proposed by the Council of Chief State School Officers and others, is described. A small faculty group undertook to simultaneously develop a curricular sequence of course topics while initiating a new doctoral program using a traditional set of course titles. Issues, concepts, theories, problems, and other content topics were identified, categorized, and submitted to review using a forced-choice inventory technique with perceptions of students, faculty, and practitioner-leaders responding. Findings include initial consensus around both high priority and least chosen topics leading to extending the content items to fit a theme and standards matrix. Initial data on perceived priorities also served to sequence topics over a 3-year program calendar and provided the basis for assigning priority topics to one or more course offerings. A follow-up on these curriculum development efforts is reported using the choices of new, more diverse doctoral student groups in the second year of the program. New priorities for content emphasis, some changes in content/course relationships, and the need for new courses are suggested. Attachments provide a complete listing of all topics organized by program year, themes, and standards along with the revised forced-choice inventory used for the follow-up analysis of doctoral student perceptions. (Author/MLF)

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ED 447 557

DEVELOPING A CURRICULAR SEQUENCE for a Doctoral PROGRAM IN EDUCATIONAL LEADERSHIP

Overview and Up-Date 1997-2000

By Ben M. Harris

March, 2000

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Abstract

An effort to build a curricular framework for doctoral study using themes and standards proposed by the Council of Chief State School Officers (1996) and others is described. A small faculty group undertook to simultaneously develop a curricular sequence of course topics while initiating a new doctoral program using a traditional set of course titles. Issues, concepts, theories, problem, and other content topics were identified, categorized, and submitted to review using a forced-choice inventory technique with perceptions of students, faculty, and practitioner-leaders responding. Findings include initial consensus around both high priority and "least chosen" topics leading to extending the content items to "fit" a theme – standards matrix. Initial data on perceived priorities also served to sequence topics over a three year program calendar and provided the basis for "assigning" priority topics to one or more course offerings.

A follow-up on these curriculum development efforts is reported using the choices of new, more diverse doctoral student groups in the 2nd year of the program (1999). New priorities for content emphasis, some changes in content/course relationships, and the need for new courses are suggested.

*See Murphy, Joseph, yff, Jost and Shipman, Neil (2000). "Implementation of the Interstate School Leaders Licensure Consortium Standards" International Journal of Leadership in Education 3:1 (17-39).

Curriculum Development Process

A curricular sequence and course structure has evolved over two and one half years of development, using input from doctoral students and doctoral faculty at the University of Texas-Pan American, as well as input from local area administrators and a variety of experts in the field of educational administration and leadership in the U.S. Initially, the doctoral faculty planning team* reviewed literature sources reporting on emerging standards for school leader development and innovative doctoral programs in U.S. (see Exhibit A – Standards). A series of work session with a "core faculty" group produced, general agreement on the use of a curriculum planning grid with seven "themes" and eight "standards" as the guiding framework for selecting content for the program in Educational Leadership (see Exhibit B – Selected Content Themes).

Brainstorming sessions followed with a more diverse faculty group and resulted in the generation of an independent listing of topics, issues, concepts, theories, and problems as indicators of the content perceived to be important for doctoral study in the field. The Mission, goals, and description of the doctoral program as previously proposed and subsequently revised and approved were also used to generate content items.

A list of over seventy content items or topics generated during 1998 was subsequently categorized by their relevance to each theme and standard. They were edited for clarity and specificity. Duplications were eliminated but some were divided into two or more topics. Content omissions were rectified by consensus among "core faculty" engaged in this categorization-assignment process adding to the total. It was agreed to assign each item of content to only one cell of the themes/standards grid, even though some could easily "fit" in several cells. By October 1998, the first completed curriculum content grid contained 100 items or topics. (See Attachment II – Curricular Sequence)

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*Note: Team included Dwain M. Estes, Victor Alvarado, Ralph Carlson, Ben M. Harris, Patrick Lynch, Frank Lutz, and Velma Menchaca.

Exhibit A

STANDARDS for Program Outcomes for Doctoral Study*

An educational leader should be able to promote changes that contribute to improving the learning for all students by:

Standard I **VISION**

Facilitating and enhancing the development of shared visions for high quality education.

Standard II **CULTURE**

Advocating, nurturing, and sustaining a school culture conducive to optimum student.

Standard III **PROFESSIONAL/STAFF DEVELOPMENT**

Advocating and sustaining continuing professional development for all staff personnel.

Standard IV **LEARNING ENVIRONMENT**

Ensuring the management of organizations and operations for safe and effective learning environments.

Standard V **FAMILY AND COMMUNITY COLLABORATIVE**

Collaborating with and responding to diverse community, family needs, and interests.

Standard VI **ETHICS**

Acting with integrity, fairness, and in an ethical, responsible manner in educational matters.

Standard VII **SOCIO/POLITICAL CONTEXTS**

Assessing, responding to, and influencing the larger political, social, economic, legal and cultural context to promote quality education.

Standard VIII **RESEARCH, THEORY, AND PROFESSIONAL WISDOM**

Making defensible decisions and or judgement on the bases of appropriate theoretical frameworks, thoughtful review of applicable research, mediated by recognition of professional wisdom in the field.

*Adapted from Council of Chief State School Officers (1996). Interstate School Leaders Licensure Standards for School Leaders. Washington, D.C.

Exhibit B

SELECTED CONTENT THEMES
UTPA Doctoral Program in
Educational Leadership

Theme No.

#1 _____ Leadership for Educational Change: Models and Theories

#2 _____ Research Applications: Improving Organizations and Practices

#3 _____ Organizational Theory and Educational Change

#4 _____ Change Theory for Innovations, Reforms, and Restructuring

#5 _____ Global Diversity and International Change and Development.

#6 _____ Comparative Policy Analysis

#7 _____ Problems and Issues Relating to Quality Education for All Students

Prioritizing Curricular Topics

The first formal testing of these content items involved creating a forced-choice inventory to which a variety of knowledgeable professionals and students could respond. The 100 items were organized into 20 randomly selected sets of five items each. A diverse population of educational professionals responded, indicating those items most clearly important for study in a doctoral program in educational leadership. The analysis of the forced-choice responses from three groups – 14 new doctoral program students, 7 graduate-level faculty members, and a variety of 15 school administrators and educators in various leadership positions – provided data for identifying 24 "frequently chosen" topics across all themes (See Exhibit C - Summary of Frequently Chosen Topics by Themes). Items or topics tended to be highly chosen by all three groups of respondents. Exhibit C reflects a synthesis of frequency of choice data. Choice frequencies for 36 total respondents ranged widely from a low of two choices to a high of 23. Thirty out of 100 topics were chosen by 18 or more respondents. With few exceptions, topics tended to receive 10 or more choices with 52 out of the 100 topics being so chosen.

Further steps towards utilizing the 100 item curricular framework for program planning involved:

(1) Selecting 60 "high priority" topics for special emphasis
(2) Assigning priority topics to a specific year of the three years of doctoral study
(3) Designating one or more courses for the delivery of the priority topic content.

Exhibit D shows the number of "priority topics" assigned to each theme and standard as of 1998. In the process of making course designations, additional topics were generated by faculty members. Hence, Exhibit "E" lists topics 101 – 130 which were chosen without forced-choice data analysis as important enough to include in further review of priority selections and course designations. The 30 items added to the 100 previously designated represent a wide variety of themes and standards.

Exhibit F lists both priority topics by theme and a course assignment for each topic as of 1999. Editing, further reviews and elimination of duplications produced only 56 "priority" topics.

Attachment I provides a complete listing of all topics organized by program year (sequence) themes, and standards. With the elimination of a few duplicates, the total of 127 topics was finalized by May 1999. Attachment II is the Curricular Sequence grid that emerged from assignment of each topic to a theme for a specific year of the doctoral program. Attachment III is a copy of the revised forced-choice inventory used for the follow-up analysis of doctoral student perceptions reported below.

Summary of Frequently Chosen Topics (N=24) by Themes (1998)

Themes	Frequently Chosen Topics	
#1 Leadership for Change Models & Theories n=6	20 Field theory and strategies for overcoming resistance to change	
	21 Responding to both common needs and cultural cultural diversity in designing curriculum	
	80 Models of change	
	95 Theory and research-based curriculum planning	
	28 Democratic principles relating to participation of stakeholders in decisions	
	75 Studies of leadership in organizations as initiating, charismatic, authoritarian, interpersonal, etc.	
#2 Research Applications Improving Organizations and Practices n=6	4 Using research and development to create new learning systems	
	30 Building on the traditions and values of both dominant and diverse cultures providing quality learning opportunities	
	55 Bilingual program effectiveness--comparative analysis of different designs	
	65 Theory and research-based curriculum planning	
	73 How can research be used to create improved learning opportunities in communities	
	85 Dissertation planning and writing	
#3 Organizational Theory n=2	56 How does the legal-political system support and inhibit education for the Rio Grande Valley?	
	88 Evaluation of educational systems and programs	
#4 Change Theory Innovations, Reforms, and Restructuring n=5	22 Developing varied instructional methodologies for varied learning styles and multi-ethnic students	
	47 What are the forces of change in A Hispanic district on the border	
	77 Theory applications for school reform, restructuring, and innovations	
	42 Shared visions of the future educational opportunities of highest quality	
	60 Change as systematic process, sequencing stages from awareness, exploration and adoption to institutionalization	
#5 Global Diversity International Change and Development n=1	32 Understanding the culture of poverty and its implications for schools of quality	
#6 Comparative n=1 Policy Analysis	70 Change and socio-political forces acting on schooling learning systems	
#7 Problems and Issues n=3	8 Making visions fully reflective of the most effective practices for "our" population	
	45 Creating organizational structures that enhance rather than corrupt learning	
	37 The role of community as a force for/or against quality education	

Notation:

Frequently Chosen Topics based on the number of respondents, faculty (n=7) and students (n=14), practitioners (n=15) choosing topics using the Forced-choice Inventory of 100 topics

Exhibit D

Curriculum Sequence
Number of Selected Topics by Theme and Standard (1998)

"Priority" N=60

Standards (Abbreviated)

Themes	I Visions	II Culture	III Prof. Dev.	IV Learning	V Community	VI Ethics	VII Social Context	VIII Prof. Wisdom
#1 Leadership N=8	2	1	1	0	0	Integrated	1	3
#2 Research Applications N=6	0	2	0	1	0	Within All	0	3
#3 Organization Theory N=8	2	0	3	1	0	Topics	0	2
#4 Change Process N=7	1	1	0	2	0		0	3
#5 Global Diversity N=8	1	3	1	0	0		2	1
#6 Policy Analysis N=12	0	2	2	0	1		4	3
#7 Problems and Issues N=11	4	0	0	4	1		1	1
Totals N=60	10	9	7	8	2		8	16

Exhibit E

Topics Listed in Curricular Sequence BUT NOT in Forced-Choice Inventory

Topic No.	Abbreviated Topic	Theme	Year	Standard
101	Conflict Management	# 1	1	I
102	Enhancing social capital	# 2	3	III
103	The use of non-traditional staffing	# 1	3	V
104	World economic influence on education	# 5	2	VII
105	How do organizations improve people's productivity?	# 3	3	III
106	Consensus building techniques	# 1	1	I
107	Innovative use of resources	# 2	3	III
108	Dynamics of team-building	# 4	1	IV
109	Lessons to learn about school choice from other countrie	# 6	2	VII
110	Multi-disciplinary learning	# 3	3	VIII
111	Community relations	# 1	1	IV
112	Staffing for instruction	# 2	1	I
113	How learning climates accomodate different types of learners	# 4	1	IV
114	Transcactional vs. transformational leadership	# 1	3	VIII
115	The community school concept	# 3	3	V
116	Communications	# 1	1	IV
117	How research analyzes policy	# 2	1	I
118	Evaluating instructional programs	# 7	1	IV
119	Studies of Models of Teaching	# 2	3	VIII
120	Schooling for service learning	# 3	3	V
121	Oral communications skills	# 1	1	IV
122	Using research to assess systems	# 2	1	VIII
123	Maintaining adequate levels of personnel	# 2	3	III
124	Assuring all personnel growth opportunities	# 4	3	III
125	Climates of organizations	# 3	1	I
126	Responding to changing expectations	# 4	3	III
127	Theories of conflict	# 3	1	I
128	Providing health and services to families	# 4	3	V
129	Development of staff development - Andragogy	# 2	3	III
130	Human capital concept	# 5	3	III

Exhibit F
Priority Curriculum Topics by Themes and Courses (N=56)

Themes		Topics	Courses
#1 Leadership for Change Models & Theories (8 priority topics)	20	Field theory and strategies for overcoming resistance to change	EDUL 8307 or 8381 Organizational Theory in Education
	21	Responding to both common needs and cultural diversity in designing curriculum	EDUL 8324 – Topical Seminar
	80	Models of change which affect education	EDUL 8307 – Organizational Theory in Education
	95	Theory and research-based curriculum planning	EDUL 8302 – C&I 6307 – Theories of Learning & Instruction
	28	Democratic principals relating to participation of stakeholders in decisions	EDUL 8306 – Ethics and Values in Educational Administration
	75	Studies of leadership in organizations as initiating, charismatic, authoritarian interpersonal, etc.	EDUL 8301 or Pub A 6341 – Leadership and Organizational Behavior
	86	Administrator Development	EDUL 8350 or EDUL 6393 – Doctoral Internship
	101	Conflict management	EDUL 8301 – Leadership and Organizational Behavior
#2 Research Applications Improving Organizations and Practices (6 priority topics)	4	Using research and development to create new learning systems	EDUL 8322 – Qualitative Research
	30	Building on the traditions and values of both dominant and diverse cultures in providing quality learning opportunities	EDUL 8306 – Ethics and Values in Educational Administration
	51	What are the demographic forces for change in the valley?	EDUL 8334 or 6381 – Topical Seminar
	55	Bilingual program effectiveness—comparative analysis of different designs	EDUL 8302 or EDPsy 6354 – Theories of Learning & Insruction
	73	How can theory and research be used to create improved learning opportunities in communities?	EDUL 8302 – Theories of Learning & Instruction
	85	Dissertation planning and writing	EDUL 8323 – Selected Topics in Research
#3 Organizational Theory Improving Organizations and Practices (6 priority topics)	56	How does the legal-political system support and inhibit education for the Rio Grande Valley?	EDUL 8303 and 8330 – Educational Politics and Policy – Education Law Seminar
	88	Evaluation of educational systems and programs	EDUL 8324 – Topical Seminar
	102	Enhancing social capital in the schools	EDUL 8304 – Social & Cultural Contexts of Education
	113	How can we create learning climates that accommodate many types of learners?	EDUL 8324 – Topical Seminar
	125	Climates of organizations	EDUL 8307 – Organizational Theory in Education
	103	Human capital concepts	EDUL 8305/8304 – Economics of Education
#4 Change Theory Innovations, Reforms, and Restructuring (8 priority topics)	22	Developing varied instructional methodologies for varied learning styles and multiethnic students	EDUL 8302 or C&I 6306 – Theories of Learning & Instruction – Special Projects
	47	What are the forces of change in Hispanic districts on the border?	EDUL 8304 or Soc 6363 – Social & Cultural contexts of Edu.
	77	Theory applications for school reform, restructuring, and innovations	EDUL 8303 – Educational Politics and Policy
	42	Shared visions of the future educational opportunities of highest quality	EDUL 8301 – Leadership and Organizational Behavior
	60	Change as systematic process, sequencing stages from awareness, exploration and adoption to institutionalization	EDUL 8307 – Organizational Theory in Education
	64	Applying a unified framework for guiding staff development to assure meeting urgent needs, individual development needs, and institutional development needs	EDUL 8336 – Problems in Education
	108	Dynamics of team building	EDUL 8301 or Pub A 6321 – Leadership & Organizational Beh
	44	Instructional Planning	EDUL 8381 – Problems in Org. & Admin. of Public Schools

Edited and Revised BMH 03/08/00

Exhibit F
Priority Curriculum Topics by Themes and Courses (continued)

Themes	Topics	Courses
#5 Global Diversity International Change and Development	32 Understanding the culture of poverty and its centralization and decentralization of educational	EDUL 8304 - Social & Cultual Contexts of Education
	109 [illegible] about schools from other countries	EDUL 8134 – Topical Seminar
	50 Philosophy and change	EDUL 8334 or ED 6303 – Topical Seminar
	100 Leadership models for instruction	EDUL 8334 – Topical Seminar
	82 School achievement: U.S. and other countries	EDUL 8334 – Topical Seminar
(8 priority topics)	52 Accentuating common cultural values and diversity	EDUL 8304 – Social and Cultural Contexts of Education
	67 Cultural diversity and ethnic conflict	EDUL 8304 – Social and Cultural Contexts of Education
	104 World economic influences on education	EDUL 8305 – Economics of Education
#6 Comparative Policy Analysis	70 Change and socio-political forces acting on schooling and learning systems	EDUL 8303 – Educational Politics and Policy
	7 Assessing links between schools and policy making bodies	EDUL 8303 or Pub A 6312 – Educational Politics and Policy
	16 Analyzing failure and success in reforms in the districts and schools	EDUL 8303 – Educational Politics and Policy
	35 Power relationships and political influences in school districts	EDUL 8303 – Educational Politics and Policy
	40 Alternative educational systems, charter schools, contract schools, tribal and private education	EDUL 8234 – Topical Seminar
	Analyzing effects of innovations and implementation in educational systems	EDUL 8234 – Topical Seminar
	48 Impact of state and federal support on educational sys	EDUL 8305 – Economics of Education
	83 Legal frameworks for policy	EDUL 8330 – Education Law Seminar
(11 priority topics)	69 Creating policy for education	EDUL 8303 OR PUB A 6311-Educational Politics and Policy
	84 Securing equity and quality in financing the educational sysem	EDUL 8305 – Economics of Education
	81 The school district as a political system	EDUL 8303 – Educational Politics and Policy
#7 Problems and Issues	8 Making visions fully reflective of the most effective practices for a Hispanic population	EDUL 8304 – Social Cultural Contexts of Education
	45 Creating organizational structures that enhance rather than corrupt learning	EDUL 8307 – Organizational Theory in Education
	37 The role of community as a force for/or against quality education	EDUL 8381 – Problems in Org. & Adm. of Public Schools
	6 Creating assessment systems which communicate to parents and enhance teacher improvement	EDUL 8334 – Topical Seminar
	13 Administrative support for learning	EDUL 8301 – Leadership and Organizational Behavior
	15 Human resource development	EDUL 8301 – Leadership and Organizational Behavior
(9 priority topics)	96 Parental roles in contributing to school learning	EDUL 8336 or ED 6390 – Problems in Education
	14 Making visions suit the needs of both individuals and the community	EDUL 8301 and 8381 – Leadership and Org. Behavior
	110 Multidisciplinary learning	EDUL 8303 or ED 6307 – Research, Issues&Trends in Education
Total = 56		

Follow-up Analysis of Doctoral Student Responses

By Fall 1999, as the 2nd year of doctoral study got underway for Cohort 1, two new groups of doctoral students joined the EDD program. A special group of full-time students was selected to start their doctoral study while another group of students was admitted as "transfers" from the University of Texas at Austin. By contrast the latter group was well along in pursuing doctoral study with some nearing completion of course work and hence, ready to begin dissertation studies.

All three doctoral student groups were asked to complete the newly developed forced-choice inventory (127 items) to reflect their perceptions of the topics (problems, issues, concepts, theories, etc) of most importance from their perspectives for further learning.

Exhibit G reports on frequencies of choices for all 127 topics by all three of these student groups. Among the sixteen doctoral students responding in 1999, patterns of consensus emerged as shown in Exhibit H – Most Chosen Topics and also in Exhibit I – Least Chosen Topics.

Eighteen topics were chosen most and least frequently by these student respondents. Eleven or more students selected each of the "most chosen" topics while 0 to 3 students were among these few choosing the least chosen ones. Similarities between "most chosen" and "priority" topics are apparent with 11 out of the 18 topics (61%) being in the priority listings shown with asterisks.

The distribution of all topics regardless of frequency of choice is shown in Exhibits J and K by year and theme and standard. These exhibits indicate considerable balance in the distributions of all topics by year and theme with the exception of Theme #5 – Global Diversity. Such clear balance among standards is not reflected in Exhibit K. Only three of eight standards are addressed with related topics in any given year of the 3-year program. Only Standard VIII is addressed by specific assigned topics year after years. This raises questions about the assignment of topics to continuing emphasis on those of greatest importance. Better use of "Priority" and "most chosen" topics is suggested.

Exhibit G

Frequency of Choices on Forced-Choice Inventory of 127 Topics by Student Groups

Group X – Cohort 1- n = 7
Group Y – HBLI 1 – n = 5
Group Z – Transfers - n = 4

Most Chosen	Least Chosen	#	Topics	Frequency of Choice			Total N = 16
				X	Y	Z	
		1	Developing goals for building instructional teams	4	1	3	8
	1	2	Community influences on organizations	0	0	1	1
		3	Creating visions of future educational opportunities	4	4	2	10
		4*	Using research and development to create new learning systems	2	1	1	4
		5	Interpersonal communication skills	3	4	3	10
		6*	Creating assessment systems which communicate to parents and which enhance teacher improvement	3	3	1	7
		7*	Assessing links between schools and policy making bodies	3	3	1	7
		8*	Making visions fully reflective of the most effective practices of our position	4	0	2	6
		9	Analyzing the effects of teacher isolation ways to create cooperative teaching systems	3	1	1	5
13		10	Eliminating "quick fixes" by rigorous analysis of innovations being processed	5	4	4	13
		11	Overcoming obstacles to change in organizations	4	4	1	9
		12	Goals and objectives responsive to local community	1	0	1	2
		13*	How does research analyze and improve administrative support for learning?	3	3	0	6
		14*	Making visions suit the needs of both individual and the community	3	1	2	6
		15*	Human resource development	6	1	1	8
13		16*	Analyzing failure and success in reforms in the districts and schools	6	4	3	13
		17	Influences in schools and districts for change	5	3	1	9
		18	Legal influences on schools, the curriculum communities' value system	5	2	1	8
13		19	Creating a supportive environment for education which meets legal requirements	7	3	3	13
15		20*	Field-Theory and strategies for overcoming resistance to change	7	4	4	15
12		21*	Responding to both common needs and cultural diversity in designing curriculum	6	3	3	12

*Topics selected for Priority in Curricular Sequence, Fall 1998

Exhibit G (cont)

Most Chosen	Least Chosen	#	Topics	Frequency of Choice			Total N = 16
				X	Y	Z	
		22*	Developing varied instructional methodologies for varied learning styles and multi-ethnic students	5	2	2	9
		23	Community and State policy frameworks and their functions and rationales	7	2	1	10
	3	24	Developing student grouping plans to avoid segregation	2	1	0	3
		25	Using dissemination to stimulate public participation in the planning process	3	5	0	8
		26	Local climate of conformity with state and federal laws	3	1	1	5
	2	27	Institutionalization of innovative practices in political contexts	1	1	0	2
		28*	Democratic principles relation to participation of stakeholders in decisions	4	3	2	9
		29	Cooptation theory related to building support for quality education	2	0	2	4
		30*	Building on the traditions and values of both dominant and diverse cultures in providing quality learning opportunities	4	2	1	7
		31	Cognitive dissonance they for gaining attitude change	5	1	1	7
		32*	Understanding the culture of poverty	5	2	3	10
		33	The growth trend toward politicalization of educational decisions	0	3	1	4
	1	34	Moving from tolerance to appreciation	1	0	0	1
		35*	Power relationship and political influences	4	2	3	9
		36	Assessing school processes and outcomes with validity	2	3	1	6
		37*	The role of community as an essential force for/or against quality education	2	2	2	6
	3	38	Providing adult education programs to support the parental roles as the basic teachers	2	0	1	3
		39	Developing leadership for quality education among citizens	2	1	2	5
		40*	Alternative educational systems, charter schools, contract schools, tribal and private education	2	3	0	5
		41*	Instructional planning	3	0	3	6
		42*	Shared visions of future educational opportunities	6	2	1	9
	0	43	Getting visions shared at all levels by democratic participation in their development	0	0	0	0
		44	Strategic planning	4	1	2	7
12		45*	Creating organizational structures that enhance rather than corrupt learning (Departmentalization 45 min rigid schedules, etc)	6	3	3	12
		46*	Analyzing the effects of innovations and implementation in educational system	4	1	4	9
		47*	What are the forces to change in a Hispanic district on the border?	6	4	0	10
		48*	Impact of state and federal support on educational system	4	3	0	7

*Topics selected for "Priority"

Exhibit G (cont)

Most Chosen	Least Chosen	#	Topics	Frequency of Choice			Total N = 16
				X	Y	Z	
		49	Resisting visions imposed by individuals or groups with power	4	0	2	6
		50*	Philosophy of change	4	1	1	6
		51*	What are the demographic forces for change in the Valley?	6	2	1	9
	2	52*	Accentuating common cultural values and diversity	0	1	1	2
		53	Professional development vs. staff development	2	0	4	6
		54	Studies of teacher effectiveness	3	1	1	5
	3	55*	How are bilingual programs effective?	1	2	0	3
		56*	How does the legal-political system support and inhibit education for the population of the Valley?	6	3	0	9
	3	57	The Home Schooling concept	1	1	1	3
		58	Promoting a culture that supports professional development	3	2	4	9
		59	Providing for health and other service needs of families assuring readiness to learn	3	0	2	5
		60*	Change as systematic process, awareness, exploration and adoption	5	2	1	8
		61	Projecting future needs for staff and their changing roles	4	2	2	8
12		62	Organizing for more transfer and permanence in learning	6	3	3	12
		63	The use of non-traditional staff, parents, paraprofessionals, and volunteers	4	3	1	8
		64*	Applying a unified framework for guiding staff development to assure meeting urgent needs, individual development needs, & institutional development needs	3	2	3	8
		65	Theory and research-based curriculum planning	2	1	3	6
		66	Community involvement: How is it done?	4	3	1	8
		67*	Cultural diversity and ethnic conflict	2	1	1	4
		68	Political theories	1	3	1	5
		69*	Creating policy for education	2	3	3	8
		70*	Change and socio-political forces acting on schooling	5	3	1	9
		71	Methods and techniques for formative evaluation of staff development needs and the quality of services offered	4	0	4	8
		72	How does community involvement affect planning?	2	1	1	4
		73*	How can research be used to create improved learning opportunities in communities?	2	4	0	6
		74	Alternative educational systems and choice in education	3	3	0	6
11		75*	Studies of leadership in organizations as initiating, charismatic, authoritarian, interpersonal, situational, etc.	7	2	2	11
		76	Developing practices and designs for staff development reflecting theory and research on androgogy	4	1	1	6
12		77*	Theory applications for school reform	8	3	0	11

*Topics selected for "Priority."

Exhibit G (cont)

Most Chosen	Least Chosen	#	Topics	Frequency of Choice			Total N = 16
				X	Y	Z	
		78	Communications in organizations and with communities	2	1	3	6
		79	Instructional planning prioritizing innovations for consideration	1	3	2	6
		80*	Models of change	4	3	3	10
12		81*	The school district as a political system	9	2	1	12
	3	82*	Analyzing comparative achievement	1	2	0	3
		83*	Legal framework for policy	3	2	2	7
		84*	Securing equity and quality in financing the educational system	3	2	1	6
16		85*	Dissertation planning and writing	8	4	4	16
12		86*	Providing for administrator development assuring quality leadership in all schools and programs	6	4	2	12
		87	Learning community concepts	1	1	3	5
		88*	Evaluation of educational systems	2	3	2	7
	3	89	The media influences on student learning	2	0	1	3
		90	Essential of a community of learners	1	2	2	5
		91	Systems theory: implications for instructional change	4	3	2	9
		92	Systems theory	3	2	0	5
	2	93	What can we learn from other countries about promoting parental participation?	0	2	0	2
12		94	Planning for fail-safe learning for all students	7	2	3	12
		95*	Theory & research based curriculum planning, development and evaluation	2	2	1	5
12		96*	Parental roles in contributing to school learning	4	4	4	12
11		97	Evaluation of instruction vs. evaluation of teachers	6	2	3	11
		98	Organizational climates	1	1	4	6
		99	How does research analyze and improve learning systems?	4	3	1	8
		100*	Leadership models for instruction	5	3	3	11
		101*	Conflict management	3	1	3	7
		102*	Enhancing social capital	1	1	1	3
	3	103*	Human capital concept	3	0	0	3
		104*	World economic influences in education and learning	3	2	1	6
		105	How do organizations improve people's productivity?	5	2	2	9
		106	Consensus building techniques	4	0	1	5
13		107	Innovative use of resources	6	4	3	13
13		108*	Dynamics of team-building	7	4	2	13
	2	109*	What lessons can we learn about school choice from other countries?	1	1	0	2
		110*	Multidisciplinary learning	2	0	3	5
		111	Community relations	2	2	1	5

*Topics selected for "Priority"

Exhibit G (cont)

Most Chosen	Least Chosen	#	Topics	Frequency of Choice			Total N = 16
				X	Y	Z	
	3	112	Staffing for instruction	2	0	1	3
		113*	How can we create learning climates that accommodate many types of learners?	5	2	2	9
		114	Transactional vs. transformational leadership	5	3	2	10
	3	115	The community school concept	3	0	0	3
		116	Communications theory and research	4	1	2	7
		117	How does research analyze policy making for education?	3	3	1	7
12		118	Evaluating instructional programs	6	3	3	12
		119	Studies of Models of Teaching	3	1	2	6
		120	Schooling for service learning	1	0	3	4
		121	Oral communications skills	4	1	1	6
		122	Using research to assess learning systems	3	3	2	8
		123	Maintaining adequate levels of qualified personnel	2	1	1	4
	3	124	Assuring all personnel growth opportunities	3	0	0	3
		125*	Climates of organizations	2	0	1	3
	3	126	Responding to changing expectations	2	0	1	3
		127*	Conflict theories	7	2	1	10

Total Topics: 127
Most Chosen Topics = 18
Least Chosen Topics = 18
"Priority" Topics = 57

Exhibit H

Most Chosen Topics (N = 18)

By more than 50% of each group	Total of choices
#10 – Eliminating "quick fixes" by rigorous analysis of innovations being processed	13
#16 - Analyzing failure and success in reforms in the districts and schools	13
#19 - Creating a supportive environment for education which meets legal requirements	13
#20 - Field-Theory and strategies for overcoming resistance to change	15
#21 - Responding to both common needs and cultural diversity in designing curriculum	12
#45 - Creating organizational structures that enhance rather than corrupt learning (Departmentalization 45 min rigid schedules, etc)	12
#62 - Organizing for more transfer and permanence in learning	12
#85 - Dissertation planning and writing	16
#86 - Providing for administrator development assuring quality leadership in all schools and programs	12
#107 - Innovative use of resources	13
#108 - Dynamics of team-building	13
#118 - Evaluating instructional programs	12
By more than 50% of Two groups	
#75 - Studies of leadership in organizations as initiating, charismatic, authoritarian, interpersonal, situational, etc.	11
#77 - Theory applications for school reform	12
#81 - The school district as a political system	12
#94 - Planning for fail-safe learning for all students	12
#96 - Parental roles in contributing to school learning	12
#97 - Evaluation of instruction vs. evaluation of teachers	11

Exhibit I

Least Chosen Topics (N = 18)

By None of Students:

#43 - Getting visions shared at all levels by democratic participation in their development

By One or Two Students:

#2 - Community influences on organizations

#27 - Institutionalization of innovative practices in political contexts

#34 - Moving from tolerance to appreciation

#52 - Accentuating common cultural values and diversity

#93 - What can we learn from other countries about promoting parental participation?

#109 - What lessons can we learn about school choice from other countries?

By Only Three Students:

#24 - Developing student grouping plans to avoid segregation

#38 - Providing adult education programs to support the parental roles as the basic teachers

#55 - How are bilingual programs effective?

#57 - The Home Schooling concept

#82 - Analyzing comparative achievement

#89 - The media influences on student learning

#103 - Human capital concept

#112 - Staffing for instruction

#115 - The community school concept

#124 - Assuring all personnel growth opportunities

#126 - Responding to changing expectations

Exhibit J

SUMMARY OF CURRICULUM

By Number of Topics, By Theme, Sequence and Year

UT PAN AMERICAN Doctoral Program in Educational Leadership

	Years and Number of Topics			
	1st Year	2nd Year	3rd Year	Total Topics
THEMES				
#1 – Leadership	12	6	7	25
#2 – Research Applications	8	6	8	22
#3 –Organization Theory	8	5	8	21
#4 – Change Process	6	5	6	17
#5 – Global	0	6	1	7
#6 – Policy Analysis	5	6	4	15
#7 – Problems and Issues	9	4	7	20
Total Topics ----------	48	38	41	127

Exhibit K

SUMMARY OF CURRICULUM

By Number of Topics, By Standards, Sequence and Year

UT PAN AMERICAN Doctoral Program in Educational Leadership

	Years and Number of Topics			
	1st Year	2nd Year	3rd Year	Total Topics
STANDARDS				
I – Vision	21	0	0	21
II – Culture	0	13	0	13
III – Staff Development	0	0	18	18
IV – Learning	15	0	0	15
V – Family and Community	0	0	14	14
VI – Ethics	No separate identification – Integrated into all topics			
VII – Socio/Political Contexts	0	15	0	15
VIII – Research, Theory, and Professor Wisdom	12	10	9	31
Total Topics ----------	48	38	41	127

Summary and Recommendations

Over a period of nearly three years a curricular framework has been emerging for use in guiding course development for a new EDD Program in Educational Leadership. Despite difficulties inherent in simultaneously implementing and developing a program of studies for doctoral students, the approach reported on here seems to be having some influence on faculty planning and course content.

The use of both the "standards" promulgated by the Interstate School Leaders Licensure Consortium and a set of themes reflecting the special interests of local leaders in educational change, reform, and school restructuring has seemingly produced a framework with the depth and breadth needed for doctoral programs. In combining a faculty study group approach with the use of a formal inventory to identify priorities the process has captured the insights of faculty as well as practitioners and students themselves.

Respondent groups completing forced choice inventories using 100 topics provided the basis for revisions and stimulated the identification of missing topics that were formulated. In follow-up use of the revised inventory with 127 topics and three different student groups, considerable consensus as well as some differences in priorities (most chosen topics) were observed. However, some inbalances and inadequacies remain, especially in the themes related to global diversity and international development.

The consistency with which various groups give priority to many of the same topics is reassuring. On the other hand the identification of over fifty topics for priority assignment to various courses offers assurance that differing perspectives are embraced.

Two next steps seem necessary to establish the practical utility of this curricular framework in actually guiding teaching and learning:

(1) A course revision effort needs to be undertaken to assure that assigned priority topics do actually become course content in substantial ways.
(2) New faculty member being recruited and selected for teaching in this new doctoral program need to be made aware of the curricular framework and guided in incorporating assigned topics into their course planning.

A further need appears to be a substantial rethinking of the whole course structure for this program. Courses were identified and approved initially following rather traditional patterns of offerings. The curricular framework offers a rationale for substantially changing the course structure as well as the content of doctoral study at this institution to more clearly reflect the over-arching mission and vision of the program as approved by University of Texas-Pan American and state higher education board of officials:

> "...the improvement of educational and economic opportunities for the people of South Texas and the Rio Grande Valley..."
> "...to establish the Nation's best program for educational leaders of an increasingly diverse population..."

The Doctoral Program in Educational Leadership being developed is committed to a curriculum that has distinctive design features and goals:

> "A. To prepare education leader who can make educational decisions and facilitate organizational development activities based on the needs of students and society.
> B. To apply theoretical frameworks from behavioral science and knowledge derived form experience to improve educational opportunities and economic conditions of the area." (Executive Summary, Doctor of Education in Educational Leadership Program, The University of Texas – Pan American. Edinburg, Texas. July 1998.)

Implementation of the curricular framework as now developed seems an essential part of an ongoing process needed if such ideals are to become reality.

Attachment I

Forced - Choice Topics

Topic	Theme	Theme	Year	Standard
1	Developing goals for building instructional teams	2	1	I
2	Community influences on organizations	3	1	IV
3	Creating visions of future educational opportunities	4	1	I
4	Using research and development to create new learning systems	2	1	VIII
5	Interpersonal communication skills	1	1	IV
6	Creating assessment systems which communicate to parents and which enhance teacher improvement	7	1	IV
7	Assessing links between schools and policy making bodies	6	1	VIII
8	Making visions fully reflective of the most effective practices of our position	7	1	I
9	Analyzing the effects of teacher isolation and ways to create cooperative teaching systems	7	1	VIII
10	Eliminating "quick fixes" by rigorous analysis of innovations being processed	1	1	VIII
11	Overcoming obstacles to change in organizations	3	1	VIII
12	Goals and objectives responsive to local community	1	1	I
13	How does research analyze and improve administrative support for learning?	2	1	I
14	Making visions suit the needs of both individuals and the community	7	1	I
15	Human resource development	7	1	IV
16	Analyzing failure and success in reforms in the districts and schools	6	1	VIII
17	Influences in schools and districts for change	4	2	I
18	Legal influences on schools, the curriculum, and communities' value system	3	2	I
19	Creating a supportive environment for education which meets legal requirements	3	2	VII
20	Field-Theory and strategies for overcoming resistance to change	1	2	VII
21	Responding to both common needs and cultural diversity in designing curriculum	1	2	I
22	Developing varied instructional methodologies for varied learning styles and multi-ethnic students	4	2	I
23	Community and State policy frameworks and their functions and rationales	1	2	VIII
24	Developing student grouping plans to avoid segregation	3	2	VII
25	Using dissemination to stimulate public participation in the planning process	2	2	VII
26	Local climate of conformity with state and federal laws	3	2	I
27	Institutionalization of innovative practices in political contexts	4	2	VII
28	Democratic principles relating to participation of stakeholders in decisions	1	2	VIII
29	Cooptation theory related to building support for quality education	1	2	VII
30	Building on the traditions and values of both dominant and diverse cultures in providing quality learning opportunities	2	2	I
31	Cognitive Dissonance Theory for gaining attitude change	1	2	VII
32	Understanding the culture of poverty	5	2	I
33	The growth trend toward politicalization of educational decisions	7	2	VII
34	Moving from tolerance to appreciation	5	2	I
35	Power relationship and political influences	6	2	VII
36	Assessing school processes and outcomes with validity	7	2	VIII
37	The role of community as an essential force for/or against quality education	7	2	VII
38	Providing adult education programs to support the parental roles as the basic teachers	4	3	V

Attachment I (cont)

Topics

Topic	Theme	Theme	Year	Standard
39	Developing leadership for quality education among citizens	1	3	V
40	Alternative educational systems, charter schools, contract schools, tribal and private education	6	3	V
41	Instructional Planning	1	1	I
42	Shared visions of future educational opportunities	4	1	I
43	Getting visions shared at all levels by democratic participation in their development	7	1	I
44	Strategic Planning	6	1	I
45	Creating organizational structures that enhance rather than corrupt learning (Departmentalization 45 min. periods, rigid schedules, etc.)	7	1	IV
46	Analyzing the effects of innovations and implementation in educational system	6	1	VIII
47	What are the forces for change in a Hispanic district on the border?	4	2	VIII
48	Impact of state and federal support on educational systems	6	3	III
49	Resisting visions imposed by individuals or groups with power	7	1	I
50	Philosophy of change	6	1	I
51	What are the demographic forces for change in the Valley?	4	2	VIII
52	Accentuating common cultural values and diversity	5	2	II
53	Professional development vs. staff development	1	3	III
54	Studies of teacher effectiveness	2	3	VIII
55	How are bilingual programs effective?	2	2	II
56	How does the legal-political system support and inhibit education for the population of the Valley?	3	2	VIII
57	The Home Schooling concept	7	3	V
58	Promoting a culture that supports professional development	7	3	III
59	Providing for health and other service needs of families assuring readiness to learn	4	3	V
60	Change as systematic process, awareness, exploration and adoption	4	3	VIII
61	Projecting future needs for staff and their changing roles	4	3	III
62	Organizing for more transfer and permanence in learning	3	3	VIII
63	The use of non-traditional staff, parents, paraprofessionals, and volunteers	2	3	V
64	Applying a unified framework for guiding staff development to assure meeting urgent needs, individual development needs, & institutional development needs	3	3	III
65	Theory and research-based curriculum planning	2	2	VIII
66	Community involvement: How is it done?	2	2	VIII
67	Cultural diversity and ethnic conflict	5	2	II
68	Political Theories	6	2	VII
69	Creating policy for education	6	2	II
70	Change and socio-political forces acting on schooling	6	2	VII
71	Methods and techniques for formative evaluation of staff development needs and the quality of services offered	7	3	III
72	How does community involvement affect planning?	2	2	VIII
73	How can research be used to create improved learning opportunities in communities?	2	1	VIII
74	Alternative educational systems and choice in education	1	3	V
75	Studies of leadership in organizations as initiating, charismatic, authoritarian, interpersonal, situational, etc.	1	3	VIII

Attachment I (cont)

Topics

Topic	Theme	Theme	Year	Standard
76	Developing practices and designs for staff development reflecting theory and research on adrogogy	2	3	III
77	Theory applications for school reform	4	1	VIII
78	Communications in organizations and with communities	3	1	IV
79	Instructional planning prioritizing innovations for consideration	4	1	IV
80	Models of change	1	1	I
81	The school district as a political system	7	2	VII
82	Analyzing comparative achievement	5	2	VIII
83	Legal frameworks for policy	6	2	I
84	Securing equity and quality in financing the educational system	6	3	III
85	Dissertation planning and writing	2	3	VIII
86	Providing for administrator development assuring quality leadership in all schools and programs	1	3	III
87	Learning community concepts	3	3	V
88	Evaluation of educational systems	3	3	VIII
89	The media influences on student learning	7	3	V
90	Essential of a community of learners	7	3	III
91	Systems theory: Implications for instructional change	3	1	VIII
92	Systems theory	3	1	I
93	What can we learn from other countries about promoting parental participation?	6	3	V
94	Planning for fail-safe learning for all students	1	1	I
95	Theory & research based curriculum planning, development and evaluation	1	1	VIII
96	Parental roles in contributing to school learning	7	3	V
97	Evaluation of instruction vs. evaluation of teachers	7	3	III
98	Organizational Climates	3	1	IV
99	How does research analyze and improve learning systems?	2	1	IV
100	Leadership models for instruction	1	3	V
101	Conflict Management	1	1	I
102	Enhancing social capital	2	3	III
103	Human capital concept	5	3	III
104	World economic influences in education and learning	5	2	VII
105	How do organizations improve people's productivity?	3	3	III
106	Consensus building techniques	1	1	I
107	Innovative use of resources	2	3	III
108	Dynamics of team-building	4	1	IV
109	What lessons can we learn about school choice from other countries?	6	2	VII
110	Multi-disciplinary learning	3	3	VIII
111	Community relations	1	1	IV
112	Staffing for instruction	2	1	I
113	How can we create learning climates that accommodate many types of learners?	4	1	IV
114	Transactional vs. transformational leadership	1	3	VIII
115	The community school concept	3	3	V
116	Communications theory and research	1	1	IV
117	How does research analyze policy making for education?	2	1	I

Topics/Topics
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Attachment I (cont)

Topics

Topic	Theme	Theme	Year	Standard
118	Evaluating instructional programs	7	1	IV
119	Studies of Models of Teaching	2	3	VIII
120	Schooling for service learning	3	3	V
121	Oral communications skills	1	1	IV
122	Using research to assess learning systems	2	1	VIII
123	Maintaining adequate levels of qualified personnel	2	3	III
124	Assuring all personnel growth opportunities	4	3	III
125	Climates of organizations	3	1	I
126	Responding to changing expectations	4	3	III
127	Conflict Theories	3	1	I

Total Topics : 127

Attachment II

Curricular Sequence
Ed. D. Program in Educational Leadership - UTPA
First Year - Advanced Instructional Leadership

	I-VI Vision/Ethics Topics	IV-VI Learning Environmental/Ethics Topics	VIII-VI Research, Theory Professional Wisdom Ethics
#1 Leadership for Educational Change: Models and Theories	12 Goals and objectives responsive to local community 41 Instructional Planning 94 Planning for fail-safe learning for all students 101 Conflict Management 106 Consensus building techniques 80 Models of change	5 Interpersonal communication skills 111 Community relations 116 Communications theory and research 121 Oral communications skills	10 Eliminating "quick fixes" by rigorous analysis of innovations being processed 95 Theory & research based curriculum planning, development and evaluation
#2 Research Applications for Improving Educational Programs and Practices	1 Developing goals for building instructional teams 13 How does research analyze and improve administrative support for learning? 112 Staffing for instruction 117 How does research analyze policy making for education?	99 How does research analyze and improve learning systems?	4 Using research and development to create new learning systems 73 How can research be used to create improved learning opportunities in communities? 122 Using research to assess learning systems
#3 Organizational Theory and Educational Change	92 Systems theory 125 Climates of organizations 127 Conflict Theories	2 Community influences on organizations 78 Communications in organizations and with communities 98 Organizational Climates	11 Overcoming obstacles to change in organizations 91 Systems theory: Implications for instructional change
#4 Change Process Theory for Innovations, Reform, and Restructuring	3 Creating visions of future educational opportunities 42 Shared visions of future educational opportunities	79 Instructional planning prioritizing innovations for consideration 108 Dynamics of team-building 113 How can we create learning climates that accommodate many types of learners?	77 Theory applications for school reform

Topics/Topics Chart
Last Printed 5/27/99
BMH

Curricular Sequence
Ed. D. Program in Educational Leadership - UTPA
First Year - Advanced Instructional Leadership

	I-VI Vision/Ethics Topics	IV-VI Learning Environmental/Ethics Topics	VIII-VI Research, Theory Professional Wisdom Ethics
#5 Global Diversity and International Change			
#6 Comparative Policy Analysis	44 Strategic Planning 50 Philosophy of change		7 Assessing links between schools and policy making bodies 16 Analyzing failure and success in reforms in the districts and schools 46 Analyzing the effects of innovations and implementation in educational system
#7 Problems & Issues Relating to Quality Education for All Students	8 Making visions fully reflective of the most effective practices of our position 14 Making visions suit the needs of both individuals and the community 43 Getting visions shared at all levels by democratic participation in their development 49 Resisting visions imposed by individuals or groups with power	6 Creating assessment systems which communicate to parents and which enhance teacher improvement 15 Human resource development 45 Creating organizational structures that enhance rather than corrupt learning (Departmentalization 45 min. periods, rigid schedules, etc.) 118 Evaluating instructional programs	9 Analyzing the effects of teacher isolation and ways to create cooperative teaching systems

Curricular Sequence
Ed. D. Program in Educational Leadership - UTPA
Second Year - Socio/Cultural Leadership

	II-VI Culture/Ethics Topics	VII-VI Socio-Political Context/Ethics Topics	VIII-VI Research, Theory Professional Wisdom Ethics
#1 Leadership for Educational Change: Models and Theories	21 Responding to both common needs and cultural diversity in designing curriculum	20 Field-Theory & strategies for overcoming resistance to change 29 Cooptation theory related to building support for quality education 31 Cognitive Dissonance Theory for gaining attitude change	23 Community and State policy frameworks and their functions and rationales 28 Democratic principles relating to participation of stakeholders in decisions
#2 Research Applications for Improving Educational Programs and Practices	30 Building on the traditions and values of both dominant and diverse cultures in providing quality learning opportunities 55 How are bilingual programs effective?	25 Using dissemination to stimulate public participation in the planning process	65 Theory and research-based curriculum planning 66 Community involvement: How is it done? 72 How does community involvement affect the planning?
#3 Organizational Theory and Educational Change	18 Legal influences on schools, the curriculum, and communities' value system 26 Local climate of conformity with state and federal laws	19 Creating a supportive environment for education which meets legal requirements 24 Developing student grouping plans to avoid segregation	56 How does the legal-political system support and inhibit education for the population of the Valley?
#4 Change Process Theory for Innovations, Reform, and Restructuring	17 Influences in schools and districts for change 22 Developing varied instructional methodologies for varied learning styles and multi-ethnic students	27 Institutionalization of innovative practices in political contexts	47 What are the forces for change in a Hispanic district on the border? 51 What are the demographic forces for change in the Valley?

Curricular Sequence
Ed. D. Program in Educational Leadership - UTPA
Second Year - Socio/Cultural Leadership

	II-VI Culture/Ethics Topics	VII-VI Socio-Political Context/Ethics Topics	VIII-VI Research, Theory Professional Wisdom Ethics
#5 Global Diversity and International Change	32 Understanding the culture of poverty 34 Moving from tolerance to appreciation 52 Accentuating common cultural values and diversity 67 Cultural diversity and ethnic conflict	104 World economic influences in education and learning	82 Analyzing comparative achievement
#6 Comparative Policy Analysis	69 Creating policy for education 83 Legal frameworks for policy	35 Power relationship and political influences 68 Political Theories 70 Change and socio-political forces acting on schooling 109 What lessons can we learn about school choice from other countries?	
#7 Problems & Issues Relating to Quality Education for All Students		33 The growth trend toward politicalization of educational decisions 37 The role of community as an essential force for/or against quality education 81 The school district as a political system	36 Assessing school processes and outcomes with validity

Curricular Sequence
Ed. D. Program in Educational Leadership - UTPA
Third Year - Application of Research & Theory Standards

	III-VI Professional Staff Development/Ethics Topics	V-VI Family and Community Collaboration/Ethics Topics	VIII-VI Research, Theory Professional Wisdom Ethics
#1 Leadership for Educational Change: Models and Theories	53 Professional development vs. staff development 86 Providing for administrator development assuring quality leadership in all schools and programs	39 Developing leadership for quality education among citizens 74 Alternative educational systems and choice in education 100 Leadership models for instruction	75 Studies of leadership in organizations as initiating, charismatic, authoritarian, interpersonal, situational, etc. 114 Transactional vs. transformational leadership
#2 Research Applications for Improving Educational Programs and Practices	76 Developing practices and designs for staff development reflecting theory and research on adrogogy 102 Enhancing social capital 107 Innovative use of resources 123 Maintaining adequate levels of qualified personnel	63 The use of non-traditional staff, parents, paraprofessionals, and volunteers	54 Studies of teacher effectiveness 85 Dissertation planning and writing 119 Studies of Models of Teaching
#3 Organizational Theory and Educational Change	64 Applying a unified framework for guiding staff development to assure meeting urgent needs, individual development needs, & institutional development needs 105 How do organizations improve people's productivity?	87 Learning community concepts 115 The community school concept 120 Schooling for service learning	62 Organizing for more transfer and permanence in learning 88 Evaluation of educational systems 110 Multi-disciplinary learning
#4 Change Process Theory for Innovations, Reform, and Restructuring	61 Projecting future needs for staff and their changing roles 124 Assuring all personnel growth opportunities 126 Responding to changing expectations	38 Providing adult education programs to support the parental roles as the basic teachers 59 Providing for health and other service needs of families assuring readiness to learn	60 Change as systematic process, awareness, exploration and adoption

Curricular Sequence
Ed. D. Program in Educational Leadership - UTPA
Third Year - Applications of Research and Theory Standards

	I-VI Vision/Ethics Topics	IV-VI Learning Environmental/Ethics Topics	VIII-VI Research, Theory Professional Wisdom Ethics
#5 Global Diversity and International Change	103 Human capital concept		
#6 Comparative Policy Analysis	48 Impact of state and federal support on educational systems 84 Securing equity and quality in financing the educational system	40 Alternative educational systems, charter schools, contract schools, tribal and private education 93 What can we learn from other countries about promoting parental participation?	
#7 Problems & Issues Relating to Quality Education for All Students	58 Promoting a culture that supports professional development 71 Methods and techniques for formative evaluation of staff development needs and the quality of services offered 90 Essential to a community of learners 97 Evaluation of instruction vs. evaluation of teachers	57 The Home Schooling concept 89 The media influences on student learning 96 Parental roles in contributing to school learning	

FORCED - CHOICE INVENTORY: TOPICS FOR DOCTORAL STUDY

1999 EDITION

Respondent: Faculty ( )
Student ( )
Other ( )

Directions

(1) Review the five numbered topics in each set. Consider their importance to be included as part of a doctoral program in Educational Leadership. (2) Select the two (2) out of five (5) in each set that are most important for inclusion. (3) Check two and only two in each set. Remember, all are probably of importance. You must choose only the two that you regard as most important for doctoral study.

Set 1

Self Rating Check Two			Theme	Standard
( )	5	Interpersonal communication skills	1	IV
( )	38	Providing adult education programs to support the parental role as the "basic teacher"	4	V
( )	9	Analyzing the effects of teacher isolation and ways to create cooperative teaching systems	7	VIII
( )	19	Creating a supportive environment for education which meets legal requirements	3	VII
( )	55	How are bilingual programs effective	2	II

Set 2

Self Rating Check Two			Theme	Standard
( )	10	Eliminating "quick fixes" by rigorous analysis of innovations being proposed	1	VIII
( )	99	How does research analyze and improve learning systems?	2	IV
( )	34	Moving from tolerance to appreciation	5	II
( )	97	Evaluation of instruction vs. Evaluation of teachers	7	III
( )	109	What lessons can we learn about school choice from other countries?	6	VII

Set 3

Self Rating Check Two			Theme	Standard
( )	53	Professional development vs. Staff development	1	III
( )	125	Climates of organizations	3	I
( )	47	What are the forces for change in a Hispanic district on the border?	4	VIII
( )	52	Accentuating common cultural values and diversity	5	II
( )	15	Human resource development	7	IV

Set 4

Self Rating Check Two			Theme	Standard
( )	20	Field-Theory and strategies for overcoming resistance to change	1	VII
( )	67	Cultural diversity and ethnic conflict	5	II
( )	51	What are the demographic forces for change in the Valley?	4	VIII
( )	123	Maintaining adequate level of qualified personnel	2	III
( )	78	Communications in organizations and communities	3	IV

Set 5

Self Rating Check Two			Theme	Standard
( )	21	Responding to both common needs and cultural diversity in designing curriculum	1	II
( )	90	Essential of a community of learners	7	III
( )	127	Conflict theories	3	I
( )	82	Analyzing Comparative Achievement	5	VIII
( )	119	Studies of models at teaching	2	VIII

Set 6

Self Rating Check Two			Theme	Standard
( )	23	Community and State policy frameworks and their functions and rationale	1	VIII
( )	117	How does research analyze policy making for education?	2	I
( )	61	Projecting future needs for staff and their changing roles	4	III
( )	89	The media influences on student learning	7	V
( )	69	Creating policy for education	6	II

Set 7

Self Rating Check Two			Theme	Standard
( )	28	Democratic principles relating to participation of stakeholders in decisions	1	VIII
( )	112	Staffing for Instruction	2	I
( )	104	World Economic Influences in Education and Learning	5	VII
( )	118	Evaluating Instruction	7	IV
( )	26	Local climate of conformity with state and federal laws	3	II

Set 8

Self Rating Check Two			Theme	Standard
( )	29	Co-optation theory related to building support for quality education	1	VII
( )	107	Innovative uses of resources to support educational systems	2	III
( )	115	The community school concept vs. The community school vs. The community schooling	3	V
( )	7	Assessing links between schools and policy making bodies	6	VIII
( )	3	Creating visions of future educational opportunities	4	I

Set 9

Self Rating Check Two			Theme	Standard
( )	102	Enhancing social capital in the schools	2	III
( )	110	Multi-Disciplinary learning	3	VIII
( )	108	Team Building, dynamics of	4	IV
( )	96	Parental roles in contributing to school learning	7	V
( )	106	Consensus building techniques	1	I

Set 10

Self Rating Check Two			Theme	Standard
( )	39	Developing leadership for quality education among citizens	1	V
( )	42	Shared visions of the future educational opportunities	4	I
( )	105	How do organizations improve people's productivity	3	III
( )	35	Power relationship and political influences	6	VII
( )	122	Using research to assess learning systems	2	VIII

Set 11

Self Rating Check Two			Theme	Standard
( )	41	Instructional Planning	1	I
( )	85	Dissertation planning and writing	2	VIII
( )	124	Assuring all personnel of growth opportunities	4	VII
( )	40	Alternative educational systems, charter schools, contract schools, tribal and private education	6	I
( )	36	Assessing school processes and outcomes with validity	7	VIII

Set 12

Self Rating Check Two			Theme	Standard
( )	76	Developing practices and designs for staff development reflecting theory and research on adrogogy	2	III
( )	98	Organizational Climates	3	IV
( )	44	Strategic Planning	6	I
( )	60	Change as systematic process, awareness, exploration and adoption, etc.	4	VIII
( )	74	Alternative educational systems and choice in education	1	V

Set 13

Self Rating Check Two			Theme	Standard
( )	88	Evaluation of educational systems	3	VIII
( )	46	Analyzing effects of innovations and implementation in educational system	6	VIII
( )	2	Community influences on organizations	3	IV
( )	81	The school district as a political system	7	VII
( )	92	Systems theory	3	I

Set 14

Self Rating Check Two			Theme	Standard
( )	72	How does community involvement affect planning?	2	VIII
( )	48	Impact of state and federal support on educational systems	6	III
( )	120	Schools for service learning	3	V
( )	79	Instructional planning prioritizing innovations for consideration	4	IV
	14	Making visions suit the needs of both individuals and the community	7	I

Set 15

Self Rating Check Two			Theme	Standard
( )	80	Models of change	1	I
( )	66	Community involvement - How is it done?	2	VIII
( )	103	Human capital concepts	5	III
( )	57	The Home Schooling concept	7	V
( )	62	Organizing for more transfer and permanence in learning	3	VIII

Set 16

Self Rating Check Two			Theme	Standard
( )	86	Providing for administrator development assuring quality leadership in all schools and programs	1	III
( )	65	Theory and research-based curriculum planning	2	VIII
( )	68	Political Theories	6	VII
( )	49	Resisting visions imposed by individuals or groups with power	7	I
( )	18	Legal influences on schools, the curriculum, and communities' value systems	3	II

Set 17

Self Rating Check Two			Theme	Standard
( )	16	Analyzing failure and success in reforms in the districts and schools	6	VIII
( )	12	Goals and objectives responsive to local community	1	I
( )	63	The use of non-traditional staff, parents, paraprofessionals, and volunteers	2	V
( )	45	Creating organizational structures that enhance rather than corrupt learning (Departmentalization 45 minute periods, rigid schedules, etc.)	7	IV
( )	27	Institutionalization of innovative practices in political contexts	4	VII

Set 18

Self Rating Check Two			Theme	Standard
( )	95	Theory and research based curriculum planning, development and evaluation	1	VIII
( )	59	Providing for health and other service needs of families assuring readiness to learn	4	V
( )	70	Change and socio/political forces on schooling	6	VII
( )	17	Influences in schools and districts for change	4	II
( )	94	Planning for fail-safe learning for all students	1	I

Set 19

Self Rating Check Two			Theme	Standard
( )	126	Responding to changing expectations	4	III
( )	56	How does the legal-political system support and inhibit education for the population of the Valley?	3	VIII
( )	83	Legal frameworks for policy	6	II
( )	37	The role of community as an essential force for/against quality education	7	VII
( )	100	Leadership models for instruction	1	V

Set 20

Self Rating Check Two			Theme	Standard
( )	101	Conflict management	1	I
( )	84	Securing equity and quality in financing the educational system	6	III
( )	54	Studies of teacher effectiveness	2	VIII
( )	113	How can we create learning climates that accommodate many types of learners?	4	IV
( )	11	Overcoming obstacles to change in organizations	3	VIII

Set 21

Self Rating Check Two			Theme	Standard
( )	30	Building on the traditions and values of both dominant and diverse cultures in providing quality learning opportunities	2	II
( )	64	Applying a unified framework for guiding staff development to assure meeting urgent needs, individual development needs, and institutional development needs	3	III
( )	33	The growth trend toward politicalization of educational decisions	7	VII
( )	75	Studies of leadership in organizations as initiating, charismatic, authoritarian, interpersonal, situational, etc.	1	VIII
( )	50	Philosophy and change	6	I

Set 22

Self Rating Check Two			Theme	Standard
( )	71	Methods and techniques for formative evaluation of staff development needs and the quality of service offered.	7	III
( )	87	Learning community concepts	3	V
( )	111	Community Relations	1	IV
( )	25	Using dissemination to stimulate public participation in the planning process	2	VII
( )	77	Theory applications for school reform	4	VIII

Set 23

Self Rating Check Two			Theme	Standard
( )	114	Transactional vs. Transformational leadership	1	VIII
( )	13	How does research analyze and improve administrative support for learning?	2	I
( )	22	Developing varied instructional methodologies for varied learning styles and multi-ethnic students	4	II
( )	58	Promoting a culture that supports professional development	7	III
( )	24	Developing student grouping plans to avoid segregation	3	VII

Set 24

Self Rating Check Two			Theme	Standard
( )	4	Using research and development to create new learning systems	2	VIII
( )	116	Communications theory and research	1	IV
( )	6	Creating assessment systems which communicate to parents and which enhance teacher improvement	7	IV
( )	31	Cognitive Dissonance Theory for gaining attitude change	1	VIII
( )	1	Developing goals for building instructional teams	2	I
( )	93	What can we learn from other countries about promoting parental participation?	6	V

Set 25

Self Rating Check Two			*Theme*	*Standard*
( )	121	Oral Communication skills	1	IV
( )	91	Systems Theory: Implications for instructional change	3	VIII
( )	8	Making visions fully reflective of the most effective practices for our position	7	I
( )	32	Understanding the culture of poverty	5	II
( )	73	How can research be used to create improved learning opportunities in communities?	2	VIII

Attachment IV

PROFILE ANALYSIS

Forced-Choice Inventory: Topics for Doctoral Study

Respondents:_____ 1999 Edition Date: _____

THEMES	ITEM Nos. Circle items chosen:	FREQUENCY of CHOICE	%
#1 - Leadership	5 10 12 20 21 23 28 29 31 39 44 53 74 75 80 86 94 95 100 101 106 111 114 116 121 ($n_1 = 25$)	( )	____ %
#2- Research Applications	1 4 13 25 30 54 55 63 65 66 72 73 76 85 99 102 107 112 117 119 122 123 ($n_2 = 22$)	( )	____ %
#3 - Organizational Theory	2 11 18 19 24 26 56 62 64 78 87 88 91 92 98 105 110 115 120 125 127 ($n_3 = 21$)	( )	____ %
#4 - Change Process	3 17 22 27 38 42 47 51 59 60 61 77 79 108 113 124 126 ($n_4 = 17$)	( )	____ %
#5 - Global – International	32 34 52 67 82 103 104 ($n_5 = 7$)	( )	____ %
#6 - Policy Analysis	7 16 35 40 44 46 48 50 68 69 70 83 84 93 109 ($n_6 = 15$)	( )	____ %
#7 - Problems and Issues	6 8 9 14 15 33 36 37 43 45 49 57 58 71 81 89 90 96 97 118 ($n_7 = 20$)	( )	____ %

Total: All items --- 127

PROFILE ANALYSIS

Forced-Choice Inventory : Topics for Doctoral Study

Respondents:_____ 1999 Edition Date: _____

STANDARDS	ITEM Nos. Circle items chosen:	FREQUENCY of CHOICE	%
I – Vision	1 3 8 12 13 14 41 42 43 44 49 50 80 92 94 101 106 112 117 125 127 (n_I = 21)	( )	_____ %
II – Culture	17 18 21 22 26 30 32 34 52 55 67 69 83 (n_{II} = 13)	( )	_____ %
III – Professional Staff Development	48 53 58 61 64 71 76 84 86 90 97 102 103 105 107 123 124 126 (n_{III} = 18)	( )	_____ %
IV – Learning	2 5 6 15 45 78 79 98 99 108 111 113 116 118 121 (n_{IV} = 15)	( )	_____ %
V – Family and Community	38 39 40 57 59 63 74 87 89 93 96 100 115 120 (n_V = 14)	( )	_____ %
VI – Ethics	Integrated into all topics. Not separately identified.		
VII – Socio/Political Contexts	19 20 24 25 27 29 31 33 35 37 68 70 81 104 109 (n_{VII} = 15)	( )	_____ %
VIII – Research, Theory, Wisdom	4 7 9 10 11 16 23 28 36 46 47 51 54 56 60 62 65 66 72 73 75 77 82 85 88 91 95 110 114 119 122 (n_{VIII} = 31)	( )	_____ %

Total: All items --- 127

Student Respondent_____ Date_____

INTERPRETIVE GUIDE FOR PROFILE ANALYSIS OF FORCED-CHOICE INVENTORY

Topics for Doctoral Study ----- 1999 Edition

Total number of Topics included in the Inventory = 127
Number of choices allowed: 25 set x 2 choices = 50

Theme	F	% Within	% Overall

Analysis by Theme

(1) Your most frequently chosen category # _____ - _____ _____ _____ _____

(2) Your least frequently chosen category # _____ - _____ _____ _____ _____

(3) Your pattern of responses as reflected in chosen topics by category:

_____

_____

_____

_____

Analysis by Standard

(4) Your most frequently chosen category # _____ - _____ _____ _____ _____

(5) Your least frequently chosen category # _____ - _____ _____ _____ _____

(6) Your pattern of responses as reflected in chosen topics by category:

_____

_____

_____

_____

Follow-up Suggestions

(7) Review your Forced-Choice Inventory to identify the specific topics not chosen in your least chosen categories. Reconsider their importance.

(8) Review your inventory responses to identify other topics of great importance not chosen because of limitation of 2 choices per set.

(9) Review your inventory responses to identify topics chosen which you now regard as less important than previously.

(10) Select a priority set of six to ten topics for further study in the coming months. Use these priority topics to guide your independent reading and selection of projects or reports for class assignments.

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